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ABSTRACT

This document salutes the winning programs of the American Association of Colleges for Teacher Education's 1975 Distinguished Achievement Awards competition. The programs cited are the following: (a) Memphis State University's Project Memphis, an educational model providing handicapped infants service; (b) Indiana University's field-based Alternative School Teacher Education Program, which assists teachers in obtaining skills and experiences necessary for teaching in alternative public schools; (c) St. Edward's University's Bilingual-Bicultural Teacher Education Program to improve the educational achievement of Mexican American children in elementary school through the preparation of their teachers; (d) The University of Alabama in Birmingham's First-Year Teacher Pilot Program to maximize success of beginning teachers through establishment of a collaborative support system; and (e) The University of Michigan's Teaching as a Psychological Process, a field-based teacher education program to assist future teachers in applying psychology to the classroom. Certificates of recognition went to the following programs: (a) Austin College's Texacoma Cooperative Teacher Center; (b) College of Saint Teresa's Competency-Based Curriculum for Preservice Elementary Teachers; (c) Iowa State University's Models for Career Education; (d) The Ohio State University's program in Industrial Technology Education; and (e) the University of Pittsburgh's Middle School Teacher Corps Project. (JS)

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Excellence in Teacher Education

1975 Distinguished Achievement Awards Program

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The Distinguished Achievement Awards
MARK OF EXCELLENCE

1975 marks the eleventh year of the Association's Distinguished Achievement Awards Program. Its continuation reflects usefulness. Some of the entries are for new approaches, others different ways of adapting familiar techniques. Much value accrues to a staff which works together to build or rebuild its programs.

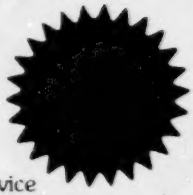
When the Distinguished Achievement Awards Program was established, AACTE anticipated that its member institutions would be encouraged to become leaders in their field, and that its members' exemplary programs would spur others to greater action. Reflection on events of the past decade indicates that the Association's member colleges and universities have coped positively with problems when money has been scarce, budgets have been slashed, and taxpayers continually have demanded program "miracles."

AACTE salutes this year's DAA participants and those preceding them. We particularly commend those programs selected as exemplary by the judges. We also praise those who entered but were not selected. It is through the continuing efforts of these colleges and universities and others like them that real achievement and future improvements will occur. The DAA entries are concrete evidence that the teacher education profession is fulfilling its mandate. The variety of programs represented is consistent with AACTE's long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The Association is deeply indebted to the Distinguished Achievement Awards Panel of Judges who undertook the difficult decision-making responsibilities. Members of the Panel were: Chairman Harry J. Hadley, associate dean of academic affairs for teacher education, Fairmont State College, Fairmont, West Virginia; Sister Maria Amata Collins, associate professor of education, Xavier University of Louisiana, New Orleans; Jeanette Feely, teacher of English, Woodrow Wilson High School, Washington, D. C.; Robert Heideman, director of educational placement, University of Wisconsin—Madison; Anthony Saville, dean of education, University of Nevada, Las Vegas.

Edward C. Pomeroy
Executive Director, AACTE
February 1975

The Distinguished Achievement Award
MEMPHIS STATE UNIVERSITY
Memphis, Tennessee



Billy M. Jones
President

Project MEMPHIS
Memphis Educational Model Providing Handicapped Infants Service

Project MEMPHIS is an ongoing early childhood diagnostic and remediation program serving children from birth to age four. It includes a set of materials designed to assist special educators in developing early childhood remediation programs based on the MEMPHIS model. As an instructional program for pre- and in-service teachers and teacher educators, the project uses a combined developmental-task analysis approach, and the Memphis Model of Individual Program Planning and Evaluation. A comprehensive set of lesson plans, "Guides to Teaching Preacademic Skills," developed by the project, provides the basis for teaching methodology and materials.

The Memphis Model of Individual Program Planning and Evaluation, in three parts, is designed for teacher use in either formal or informal testing situations. The first component, the MEMPHIS Comprehensive Developmental Scale, involves evaluating a child in five areas of development to determine her or his functioning levels. From this evaluation, the second component, the Developmental Skills Assignment Sheet, is implemented and an individual program planned for the child. The third component, the Continuous Record for Educational/Developmental Gain, includes recording and evaluating the mastery of skills, both qualitatively and quantitatively. This model was published in developmental form in three booklets.

The major thrust of Project MEMPHIS is at the graduate level. However, undergraduate students are given opportunities for observing treatment sessions, slide presentations, and videotapes of children showing their development over a three-year period. Project staff demonstrate teaching methods and/or materials to undergraduate students enrolled in methods and materials courses throughout the College of Education. Each student at the master's level is required to observe a preschool, developmentally delayed child and to complete an evaluation on the child using the MEMPHIS Comprehensive Developmental Scale. They plan programs based on the child's individual needs and explain the program in conferences with their college instructors. When programs are planned, students write lesson plans to explain the teaching of each skill to a preschool developmentally-delayed child. Grading is based on an instructor evaluation of written materials, videotaping of the teaching session, and peer- and self-evaluation of the teaching experience. Students at the education specialist level must complete all competencies planned for the master's student plus a research component. Doctoral level students complete all requirements for master's degree and education specialist students, as well as additional requirements in teacher

training and research. Teaching experiences include program planning, teaching, and evaluation of undergraduate and master's level students. Research experiences include assisting in developing and writing grant proposals and completing an advanced research project in the form of a dissertation.

In addition to these undergraduate and graduate programs, extension credits and continuing education units are offered through Memphis State University to professionals and paraprofessionals enrolling in short-term, intensive workshop sessions throughout the United States and Canada. Continuing education units may be earned by workshop participants, and extension-course credit is offered for courses taught on a semester basis throughout western Tennessee.

The project expanded in June 1974, at the international convention of the American Association on Mental Deficiency (AAMD) in Toronto, Canada. Convention participants could enroll in a workshop sponsored by AAMD and taught by Project MEMPHIS staff. Graduate residence credit was granted to eight participants, and 45 others received continuing education units. This workshop will be repeated in May 1975 at the AAMD meeting in Portland, Oregon.

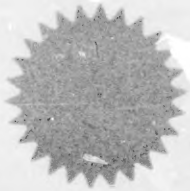
The project was developed within the Department of Special Education and Rehabilitation in 1970 as a research and demonstration project funded by the Bureau of Education of the Handicapped (BEH). For three years, project staff worked with foster children, birth to age five, and with their foster parents. Parents were trained to carry on daily educational programs for the children. Presently, the project includes developmentally-delayed children from birth to age four who are in a service program funded by the Tennessee State Department of Mental Health. The original staff consisted of a director, an evaluator, and a treatment specialist. Changes in the project resulted in the addition of two treatment specialists and two doctoral-level teaching assistants.

An annual budget of $125,000 is provided by BEH, the Tennessee State Department of Mental Health, and Memphis State University.

For Distinguished Achievement:

Indiana University
Bloomington

John Ryan
President



Indiana University developed a field-based Alternative School Teacher Education Program which assists teachers in obtaining the skills and experiences necessary for assuming one of the new teaching roles emerging in alternative public schools. The program also aims at conceptualizing, developing, and implementing entirely new schools, courses, and programs.

Now in its third year, the program is the only one of its kind in the country. It involves cooperation between public schools and Indiana University. The master's degree program is designed for one calendar year. Students spend two summers on campus pursuing graduate course work. In between these summers, students earn internship and independent study credit while working for an academic year in an alternative public school. The program requires 9 to 12 hours of graduate work in the student's teaching area, 9 to 12 hours in courses in alternative education, 12 hours in an internship practicum, and 3 to 9 hours in electives or independent study. During the teaching internship, college students work for a school year at approximately half a teacher's salary with alternative-school administrators, teachers, students, and parents. They also visit other schools in the area and work on local task forces.

The program has demonstrated that (a) it is feasible for a university to join with public school systems to coordinate a program, (b) local public schools can assume a major responsibility for teacher training, (c) teacher education programs can be an active force in the renewal of public education, (d) teacher education programs can respond directly to pressing needs in public schools, (e) prospective teachers can participate in their own professional growth, and (f) the socializing effects of the culture of schools can be utilized in a positive way.

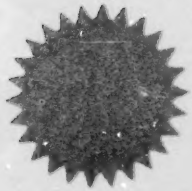
Eight new schools have developed from this program with an annual budget of $67,100, and currently there are 37 interns working in 14 different school districts in 10 states.

Of the 18 program graduates, 16 are employed in alternative public schools, six in administrative positions. Six other former interns are also employed in alternative schools while completing their degrees, two of these in administrative positions.

For Distinguished Achievement:

St. Edward's University
Austin, Texas

Brother Stephen Walsh
President



The goal of the Bilingual-Bicultural Teacher Education Program at St. Edward's University is the improvement of the educational achievement of Mexican American children in the elementary school through the preparation of teachers.

The competency-based program has four major components: Spanish language, linguistics, behavorial and social sciences, and professional education. Graduates from the program complete an interdisciplinary major in cross-cultural studies. They receive a B.S. degree in elementary education and an elementary provisional certification in Texas with eligibility to teach in bilingual elementary schools.

Of the four major components of the program, the language component aims at developing the teacher's ability to use Spanish as well as English as a medium of instruction. The linguistic component enables the teacher to deal with problems related to the oral language development of the bilingual child. The cultural component provides the teacher with knowledge of the cultural heritage of the child and an understanding of the psychological and sociological factors which influence the child's responses to the learning situation. The fourth component, professional education, prepares the teacher to provide an orientation to learning experiences which will give the Spanish-speaking child an opportunity to achieve in the public school.

The program's budget allocation is comparable to equivalent academic areas with one major exception. The university has made an annual allocation of institutional funds in the form of grants to students in the program. This is a response to the recognized economic plight of minority students.

While Spanish-speaking students comprise the majority of students enrolled in the program, the selective admissions policy does not exclude Anglo students. They are represented at all levels of the program.

The first group to complete the program will graduate in May 1975. When the first group of graduates nears the completion of its first year of teaching in 1976, a three-year follow-up study will be initiated.

For Distinguished Achievement:

The University of Alabama in Birmingham

Joseph Volker
President

The University of Alabama in Birmingham created the First-Year Teacher Pilot Program to maximize success of beginning teachers in Alabama. This effort has two basic objectives: (a) to develop a collaborative support system for first-year teachers involving the State Department of Education, The University of Alabama in Birmingham, and seven local school systems, and (b) to determine what difference the support system makes and for whom.

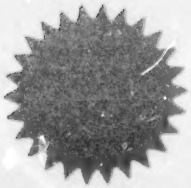
Believing that the teacher is the crucial figure in the teaching-learning process, coordinators of the program set up a research component designed: (a) to determine the most common and specific needs of first-year teachers with respect to skills and knowledge, (b) to develop instruments to enable beginning teachers and their support teams to systematically assess progress toward the identified goals, (c) to identify the most effective support techniques developed during the pilot program, (d) to identify potential problem areas so they may be avoided in the future, (e) to determine the most effective people/time organizational and utilization patterns, (f) to relate results of the First-Year Teacher Pilot Program to other preparation programs and to the certification process, and (g) to assess the value of the First-Year Teacher Pilot Program with respect to teacher competency as reflected in teacher attitudes and behavior, and in student attitudes and achievement.

Even though they recognize that first-year teachers have had the advantages of student teaching and clinical experiences, proponents feel the pilot program is necessary to facilitate transition from college campus to classroom. That is, student teachers are not required to meet the needs of students, the expectations of parents, or the requirements of administrators in the same way that a regular faculty member must. The First-Year Teacher Pilot Program aims at helping teachers adjust to these demands.

For Distinguished Achievement:

The University of Michigan
Ann Arbor

Robben Fleming
President



Teaching as a Psychological Process is a field-based teacher education program designed to assist future teachers in skillfully applying psychology to the classroom. Students are placed in a field setting for one year to synthesize their professional courses with daily teaching experiences.

A combination of courses, seminars, and work with elementary children in schools provides students with opportunities to remedy specific weaknesses. Students learn through academic courses the reciprocal relationship between cognitive and affective growth in children. Also they gain skills in planning and executing a curriculum which responds to children's needs.

Training is organized around personal style, interpersonal relationship skills, and teaching competency. Personal style is the use of self which evolves into an individual's teaching style. Interpersonal skills relate to potential for empathy and ability to interact with individual pupils, groups of children, peers, and other professionals. Teaching competency includes formal and informal techniques teachers use in their work with children. Since prospective teachers are the essential element in the training process, courses are individualized to fit changing levels of teaching competency.

Twice each term, college students' goals are reviewed and restated. Throughout the term, they meet with their advisors to develop and redefine their training according to their evolving skills and developing needs.

Research and evaluation utilize two types of data. Preservice teachers' development is checked by periodic ratings on the competency-based scale and by self-assessment. Psychological, attitudinal, and teaching-related scales are administered at the beginning of training.

The program's design, implementation, and effectiveness are measured by student-completed questionnaires. Also, cooperating teachers and administrators are interviewed to secure evaluations of the total program's design and impact, as are student teachers and program staff.

Certificates of Recognition:

Austin College
Sherman, Texas

John D. Moseley
President

To enhance professional growth, Austin College and several school districts established the Texoma Cooperative Teacher Center. The program allows teacher education faculty to return to the public school as teachers or administrators. Also it permits public school teachers to become adjunct professors for one year in the Austin College education department. These teachers are replaced by Austin College interns. Two interns are assigned one semester each during a school year and paid $3,000 each. The cost of faculty exchange is absorbed by each respective school; that is, each participant maintains salary benefits from her or his home institution.

The main benefits expected from the program are faculty renewal (reassessment of curriculum), public school involvement in curriculum and evaluation, improved communication, cooperative growth, and new skills and new perspectives on education.

College of Saint Teresa
Winona, Minnesota

Sister Joyce Rowland
President

A Humanistic, Competency-Based Curriculum for Preservice Elementary Teachers, developed at the College of Saint Teresa, has reduced many elementary teachers' fear of teaching science and has produced favorable changes of attitude toward science.

In four years, $166,620 will be allocated for this developmental program. Believing that process is more important than content in teaching elementary science, the staff planned for preservice teachers to master an inquiry, activity-oriented, humanistic instructional program for children.

At the beginning of each course in the program, students receive packets of 40-50 modules, 13-16 of which are required and 4-22 of which can be selected from electives. This number is reduced as the modules become more time consuming. Group and individual activities are involved in this "hands-on" science approach. The program's teaching staff includes representatives from biology, chemistry, physics, astronomy, earth sciences, and science education.

Certificates of Recognition:

Iowa State University
Ames

W. Robert Parks
President

The central thrust of Iowa State University's Models for Career Education in Iowa is the incorporation of career development curriculum concepts into all disciplines and elementary-secondary grade levels.

Results of the program thus far include (a) direct inservice support to teachers in more than 300 local school districts in Iowa, (b) infusion of career education concepts into the current teacher education program at the University, (c) development of nine demonstration school sites, (d) a series of statewide conferences for 2,800 teachers and administrators, (e) 13 summer workshops, (f) development of University seminars on career development, theory, and practice, (g) presentation of the model to several national education groups, (h) production of more than 18,000 pages of curriculum materials and supportive classroom activities, and (i) plans for a national career education seminar to be held in the summer of 1975.

The Ohio State University
Columbus

Harold Enarson
President

The Ohio State University in 1971 adopted a redesigned undergraduate program in Industrial Technology Education. The program is designed to advance the professional practice of teaching industrial arts in the twentieth century.

Students in the program work with local schools during freshman, junior, and senior years. The earliest field experience is a sequence of planned and coordinated visits to schools for observation of classrooms. Next is a seminar in which a counseling specialist assists students in interrelating their real-world observations with their self concept. Methods instruction coupled with pre-student teaching experiences follow. A month's time is then spent with a practicing teacher. Student teaching culminates the sequence.

In this redesign, technology is identified as a fourth domain of knowledge, parallel to the classical domains of formal, descriptive, and prescriptive knowledge. Industrial technology is defined as that knowledge of practice which has to do with the production, consumption, operation, and servicing of material goods.

Certificate of Recognition:

University of Pittsburgh
Pittsburgh, Pennsylvania

Wesley Posvar
Chancellor

The Pittsburgh Middle School Teacher Corps Project, using a diagnostic/prescriptive approach, focuses on the competencies needed to train teachers to work with urban middle-school students.

The modular program was developed and implemented jointly by the Pittsburgh Board of Education and the University of Pittsburgh. Each module leads the intern to a problem-solving level where she or he is expected to design and implement a teaching/learning situation which demonstrates competence.

The community component enables the intern to work 10 hours each week interacting in the community to become aware of the existing political, economic, and social forces which facilitate or limit student education opportunities. Continued program evaluation utilizes time guidelines and a module review committee. In addition, modules are being made available to other programs in the School of Education and additional Pittsburgh schools for further evaluation.

1975 Distinguished Achievement Awards Entries

Program Content and Availability

Following is a list of *all* entries into the 1975 Distinguished Achievement Awards, including those which the judges selected for special awards. These entries are being examined by the ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D. C. 20036. Some will be reported in *Resources in Education* (RIE), after which they will be made available in ERIC Xerox and/or microfiche.

Anderson College
Anderson, Indiana

Arizona State University
Tempe

Austin College
Sherman, Texas

Ball State University
Muncie, Indiana

Bank Street College of Education
New York City, New York

The Bernard M. Baruch College of the City University of New York
New York City, New York

Bowling Green State University
Bowling Green, Ohio

Brigham Young University
Provo, Utah

California State College
California, Pennsylvania

California State University, Los Angeles

Central Connecticut State College
New Britain

Chadron State College
Chadron, Nebraska

Chicago State University
Chicago, Illinois

The College of Saint Rose
Albany, New York

College of Saint Teresa
Winona, Minnesota

Coppin State College
Baltimore, Maryland

Creighton University
Omaha, Nebraska

District of Columbia Teachers College
Washington, D.C.

Duquesne University
Pittsburgh, Pennsylvania

East Carolina University
Greenville, North Carolina

Eastern Illinois University
Charleston

Elizabeth City State University
Elizabeth City, North Carolina

Fitchburg State College
Fitchburg, Massachusetts

Florida Agricultural and Mechanical University
Tallahassee

The George Washington University
Washington, D.C.

Georgia Southern College
Statesboro

Governors State University
Park Forest South, Illinois

Hardin-Simmons University
Abilene, Texas

Herbert H. Lehman College of the City University of New York
Bronx, New York

1975 Distinguished Achievement Awards Entries

Immaculate Heart College
Los Angeles, California

Indiana University
Bloomington

Iowa State University
Ames

Jackson State College
Jackson, Mississippi

Lenoir Rhyne College
Hickory, North Carolina

Madonna College
Livonia, Michigan

Mankato State College
Mankato, Minnesota

Medaille College
Buffalo, New York

Memphis State University
Memphis, Tennessee

Miami University
Oxford, Ohio

Moorhead State College
Moorhead, Minnesota

Norfolk State College
Norfolk, Virginia

North Texas State University
Denton

Northeastern Oklahoma State University
Tahlequah

Northern Illinois University
DeKalb

Northwest Nazarene College
Nampa, Idaho

The Ohio State University
Columbus

Ohio University
Athens

Old Dominion University
Norfolk, Virginia

Olivet Nazarene College
Kankakee, Illinois

Oregon State University
Corvallis

Our Lady of the Lake College
San Antonio, Texas

Pacific College
Fresno, California

Pepperdine University
Los Angeles, California

Rhode Island College
Providence

Saginaw Valley College
University Center, Michigan

St. Edward's University
Austin, Texas

Saint Mary's College
Notre Dame, Indiana

Salem College
Salem, West Virginia

San Jose State University
San Jose, California

Seton Hall University
South Orange, New Jersey

Southeastern Louisiana University
Hammond

Southern Colorado State College
Pueblo

State University College
of Arts & Science
Geneseo, New York

State University College at Oswego
Oswego, New York

State University of New York at Albany

1975 Distinguished Achievement Awards Entries

Syracuse University
Syracuse, New York

Texas Tech University
Lubbock

The University of Alabama
in Birmingham

University of California, Berkeley

University of Delaware
Newark

University of Georgia
Athens

University of Houston
Houston, Texas

University of Maine at Farmington

University of Maine, Portland-Gorham

University of Maryland
College Park

University of Massachusetts
Amherst

The University of Michigan
Ann Arbor

University of New Hampshire
Durham

The University of North Carolina
at Greensboro

University of Pittsburgh
Pittsburgh, Pennsylvania

University of South Florida
Tampa

University of Southern California
Los Angeles

University of Wisconsin-Eau Claire

University of Wisconsin-River Falls

University of Wisconsin-Whitewater

Virginia Polytechnic Institute and
State University
Blacksburg

Washington State University
Pullman

Western Michigan University
Kalamazoo

The William Paterson College of
New Jersey
Wayne

Youngstown State University
Youngstown, Ohio